DOCUMENT RESUME

ED 238 756 SO 015 129

AUTHOR Braden, Nancy
TITLE Economic Education to Arrest Juvenile Delinquency.
PUB DATE 80
NOTE 75p.; Paper prepared at Barling Elementary School for the International Paper Company Foundation's 19th Annual National Awards Program for the Teaching of Economics (1980-1981). For related documents, see SO 005-007, SO 015 118-137. Photographs of student activities may not reproduce well.
AVAILABLE FROM National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Awards; Costs; *Crime; Delinquency Prevention; Economic Factors; *Economics Education; Grade 5; Intermediate Grades; Learning Activities; Program Descriptions; Social Problems; Teacher Developed Materials; Units of Study; Vandalism; *Victims of Crime

ABSTRACT

An award winning project for teaching economics at the fifth-grade level is described. Content is based on the theme of the economic repercussions of petty crime. As an initial activity, students examine the economic effects of local vandalism on the community and the taxpayers. Throughout the year, rap sessions provide a vehicle for class discussions of how small crimes relate to the concepts of scarcity, resources, economic sectors of society, goods and services, economic interdependence, and economic decision making. A variety of miniprojects incorporated into the curriculum examine specific economic concepts in greater depth. For example, students develop an economic problem-solving model, listen to guest speakers from business, study the economics of the Christmas season, and implement a community-wide clean-up campaign. A midyear incident of school vandalism is integrated into the study, serving as a basis for student created skits on crime prevention. These skits are then filmed and included as part of a culminating program presented to parents and community at year's end. Development of personal scrapbooks of the year long unit, pre- and posttests, and student observations provide a means of unit evaluation. This paper concludes with a bibliography of print and nonprint economics materials, and newspaper reviews of the class unit. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED238756

ECONOMIC EDUCATION TO ARREST JUVENILE DELINQUENCY

A Fifth Grade Economics Project

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

George E. Palmer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Nancy Braden

Barling Elementary School
1400 D Street
Barling, Arkansas 72923

SO 015 139

INTRODUCTION AND OBJECTIVES

INITIATORY ACTIVITY

OUR SCHOOL
- Rap Sessions and "Trade-offs" Helped Us Learn Economics
- Resource People Talked About School Vandalism
- Skits Taught the Consequences of Crime

THE WORLD OF BUSINESS
- Rap Sessions and "Trade-offs" Helped Us Learn About A Market Economy
- Skits and J.R. Taught That Crime Does Not Pay

THE WORLD OF GOVERNMENT
- Resource People and "Trade-offs" Helped Us Understand the Role of Government
- CLEP Helped Us Learn About Making and Enforcing Laws
- Skit and Circular Flow Conclude the Unit

COMMUNITY INVOLVEMENT
- Students Made Clean-up Posters
- Students Made Public Service Announcement

CULMINATING ACTIVITIES

EVALUATION

BIBLIOGRAPHY

INTRODUCTION

My fifth grade class consists of thirty students (15 girls and 15 boys). Their reading levels range from second grade level to fifth grade level. Seven of them are mainstreamed from Learning Disabilities classes. They are from low to average socioeconomic levels. Some of their parents have high school educations, but many do not. A few of them have college educations.

Barling School is located in the small town of Barling, Arkansas. Barling is separated from the larger metropolitan Fort Smith, only by a city limits sign. Barling School is a part of the Fort Smith School System. This unique situation makes it feasible for us to learn first hand how the Barling City Government operates, as well as various departments of Fort Smith City Government and the Sebastian County Government. Throughout this unit we used all three as sources of information.

This unit was planned so that the core of the study would take place the second and third nine weeks' of the school year. The last nine weeks would be used for concluding, culminating, and evaluating this unit.

An on-going and obvious problem in the elementary classroom is that of students picking up pencils and other items "found" on the floor. I started thinking of ways I might use an everyday problem as a basis for an economics unit. Children can never understand why these items are

not their own when they find them. A conflict results when someone claims the items being used by those who found them.

I found this self-centered attitude on the playground, also. Many times the students were reluctant to share playground equipment, not seeming to realize that it belonged to all of them. I have actually seen students attempt to destroy balls and other equipment rather than share. Teachers constantly have to break up arguments over the equipment, and many times the students plan to meet after school to settle things. They wanted to find a winner, not realizing that all of them would be the losers.

This same attitude was seen when children would carelessly leave textbooks, library books, and notebooks on the playground. When they would come to class, they would simply buy or charge a new notebook in the office. They didn't really worry about the books.

Another thing that bothered me was the way they threw paper all over the playground, seemingly taking no pride in how it looked. This was also true in the classroom, as their tote trays were junky, and paper was all over the floor. They thought nothing of writing on the books, tables, walls, and sidewalks.

Time seemed to have very little value to most of the students. They seldom ever made good use of any "extra time".

For several years I have been concerned about situations such as these, and I felt compelled to do something to arrest the problem. I feel if students are allowed to "get by" with

this type of delinquency, it will lead to more serious wrong doings. I don't think punishment is the complete answer. Prevention would be more satisfying. In my opinion the key to arresting juvenile delinquency is education with an emphasis on economic education. If students can gain some understanding of our economic system, and learn to solve problems in a rational way, they will be less likely to take part in senseless acts that harm people.

OBJECTIVES

To help students learn:

1. Human, natural, and capital resources are necessary in order for production to take place. The entrepreneur must make the decisions as how best to use the resources.
2. There are not enough productive resources available to meet all the wants and needs of everyone, so we have the problem of scarcity. This also makes the goods and services produced scarce.
3. Trade-offs and opportunity cost are involved when choosing alternatives on a personal basis, as well as at the national level. They should be able to rationally analyze these alternatives.
4. Various sectors of the economy - business, labor, agriculture, consumers, and government - have differing viewpoints. Students need to be aware of these viewpoints in order to have a balanced picture of the economy.
5. How to express their personal goals and be aware that they are a forerunner of the economic goals for our nation. These national goals have been expressed by the people through political and economic decisions. There are often conflicts in meeting these goals.
6. Every society must decide what to produce, how to produce, and for whom to produce. The kind of economic system a society has is determined by the way in which these decisions are made.
7. People have created economic institutions for convenience.
8. The four components of our economic system are households, foreign, business, and government. Their relationship is important.

9. Specialization and technology have created interdependence. Comparative advantage has a big role in our standard of living.

10. There is a real cost of crime and an opportunity cost of crime.

11. Crime affects both private and public enterprises. We pay for crime as consumers and taxpayers.

12. If productive resources are lost to such crimes as vandalism or theft, it will be costly to replace them, and that cost is passed on to the consumers and taxpayers.

13. Crime prevention can help to make productive resources less scarce.

14. Crimes affect how to produce as well as who will get the goods and services because it is a determining factor in the final cost of the product.

CUBAN VANDALISM

The Cuban refugee situation in our area is upper most in the minds of Barling residents, as Barling is located adjacent to Fort Chaffee where the Cuban refugees are being housed. By the time school started it had been announced by the Federal Government that Fort Chaffee would become the permanent relocation center for the unsponsored Cubans. This pending move was upsetting to the local citizens because on June 1, 1980, some of the Cubans at Chaffee had an uprising that resulted in a great deal of looting and vandalism at Chaffee and in the Barling area. The local citizens were frightened and angry.

When school started my students were chattering constantly about this Cuban situation. They were anxious to tell me everything that had happened in their neighborhoods during the summer. It was obvious that they needed to talk to relieve the tension. I set aside a time each day for a "rap session". As the students talked and asked questions I could see that a great many of their fears were of an economic nature.

We made a list of the questions that concerned them the most. We then arranged them in order of priorities:

1. Who will pay for the damages caused by the cuban's vandalism?
2. How will the Cuban criminals be punished?

3. Will the Federal Government pay for the damage claims filled by civilian employees who were at Chaffee during the June 1 riot?
4. Do Americans who have been hurt by Cubans have to pay their own medical expenses?
5. Who pays for security at Chaffee?
6. Who is paying for the expenses of Cubans such as food, clothing, and medical care?
7. Who pays the cost of transporting all of the Cubans here?
8. Why did the Cubans want to come here?

These questions verified the need to teach economics.

As we continued to have our "rap sessions", the interest in vandalism and other criminal offenses seemed to take the lead over the other topics listed. The students were horrified when I pointed out to them that criminal acts just as offensive or more so, are committed by American citizens each day.

I asked what acts they considered to be crimes. They named murder, robbery, physical attack, and other major crimes. I pointed out that crime is committed often in the classroom. They had not thought of picking up a pencil from the floor, even if the pencil didn't belong to them, as a crime. Nor had they thought of taking money from someone's tote tray as a crime. They hadn't thought of breaking glass in the school or taking the cover from a drain pipe as crimes.

At this point I told the students we were going to do

an economics unit about crime. Why, they wondered, would we want to do an economics unit about crime? I reminded them how they disapproved of the crimes committed by the Cubans. I stressed that Americans also commit crimes. I asked if they wanted to be criminals and they all agreed that this was not their desire. I once again reminded them of some classroom crimes and asked them to think back about when they might have been guilty of some of these crimes. I told them that many adult criminals started by committing little "insignificant" crimes such as those we had discussed earlier.

After many days of discussion we decided to divide our unit into phases. There was no doubt that the first phase be OUR SCHOOL. From there we moved to the WORLD OF WORK, and finally into the WORLD OF GOVERNMENT.

Rap Sessions and Trade-offs Helped Us Learn Economics

The "rap sessions" we had during our initiatory activities concerning the Cuban situation proved to be so successful that we continueed them. I used them for introducing new concepts, reinforcing previouly introduced concepts, clearing up misconceptions, and introducing current events. New terms and concepts were introduced during "rap sessions". Most of the time I was able to give them enough clues so they could figure out the meaning of new terms and concepts. It made them feel good to figure things out for themselves, and as they learned more they became increasingly more efficient at their task. I always had plans for the subject of our "rap sessions", but we were flexible as many times the session changed due to current events which added relevance to our study. Newspaper articles enhanced our sessions. I started out bringing the articles, but in a short time the students started bringing in newspaper articles and telling what they heard on the news. Most of the time our "rap sessions" were for a particular period of the day, but they also occurred spontaneously.

I used many filmstrip and tape sets, books, and other printed materials to introduce concepts or to reinforce what had been introduced. These materials were used with the total class, small groups, and in some cases, by an individual child. The students did some research work in committees and reported their findings to the total class.

They also worked in learning stations to gain knowledge. Resource people, a trip, and community envolvement were highlights of our activities.

My students were fascinated with the "Trade-offs" programs. I took advantage of their fascination by planning activities and resource people centered around the programs. I had the shows on vidio tape, so I could use them whenever I needed them. Examples of this will be found throughout this unit of study.

OPPORTUNITY COST

The first two "Trade-offs" programs, Choice and Malcome Decides, introduced the students to the fact that we have to make choices because of scarcity. The first program introduced the concept of opportunity cost. After we had seen the show I began reading the book, Ideas About Choosing, by John Maher and Stowell Symmes, to the class for some reinforcement.

When the term, opportunity cost, was chosen as the topic of discussion for a "rap session", the students were delighted because they already knew something about it.

Our "rap session" began when Renee said, "Opportunity cost is having to give up something because of the choice you make. Like if I wanted to play tether ball and I also wanted to play on the bars. If there wasn't enought time to do both, I would have to make a choice. If I chose to play tether ball, my opportunity cost would be playing on the bars."

"Yes", I said. "In that case you had a scarcity of time."

After we had gone over some more examples of opportunity cost, I divided the class into groups, gave each group large pieces of paper, and had them make pictures showing examples of opportunity cost. This gave me a chance to check the students' understanding of the concept.

When the students had completed their pictures we put them on the bulletin board with the Opportunity Cost Learning Center, found on pages 14-19 of Part II, Strategies for Teaching Economics.

SCARCITY

Our next "rap session" began with the topic of scarcity of productive resources. I related it to the productive resources used in producing the tether ball and bars, mentioned in the earlier "rap session".

After a great deal of discussion the children could name the productive resources: Capital Goods, Human Resources, Natural Resources, and the Entrepreneur. The students could better understand after we studied Whirlpool Industries, as many of their partents work on the assembly lines there. I knew they understood when they could contribute their own ideas about the productive resources.

Finally, in keeping with the theme of our study, I asked about the consequences of the human resource stealing from the plant. The students immediately realized that it would cost money to replace the stolen property. They

reacted with shock when I told them that the cost would be passed on to the consumer. I explained that employee theft would have quite an effect on the price.

The students never really thought it fair for the consumer to pay the added cost, but they accepted it as fact. They wanted to make some pictures to show resources put to good and bad uses. They titled them: OPPORTUNITY COST.

PROBLEM SOLVING

The "Trade-offs" program, Malcom Decides, dealt with making choices and used the problem solving steps. This provided an analyitical method to solve problems, which we found beneficial throughout the school year. The students thought these problem solving steps were important enough to have them on the bulletin board. They wrote each step on a footprint. These were placed on the bulletin board under the title, PROBLEM SOLVING STEPS.

We used a grid to determine criteria and made decisions, just as Malcom had done on the TV program. The first problems we solved by this method were school related, such as the use of the water fountain in extremely hot weather.

When the studetns had a good grasp of this method, we began to apply it to problems in the world of work. For example, we discussed the use the entrepreneur could make of the problem solving steps if it were discovered that an employee was stealing from the business. Another example we used was their use in solving the problem of repeated

burglaries. In this example the students came to the conclusion that a sophisticated burglar alarm would be the answer. I pointed out that the consumer would pay because the business would pass the cost of the burglar alarm on to the consumer. At this point, they still thought this was unfair.

The "Trade-offs" programs, We Decide and Give and Take, deal with social decision making. After seeing the program that shows how a class made decisions at school by using the problem solving steps, I felt it was time to begin trying to solve some of the problems I mentioned in my introduction.

These children were bad about picking up pencils, and other items, off the floor, and keeping them. We had several discussions and thought of the "Trade-offs" show, so we used the following grid to make a decision about solving this problem:

DEFINE THE PROBLEM
Pencils and other items are being taken

LIST THE ALTERNATIVES
STATE THE CRITERIA

Alternatives	Fairness to victim	Fairness to guilty	Stop it
punish those seen with missing items	+	-	-
punish those suspected of taking items	+	-	-
have victim buy new item	-	-	-
have victim do without	-	-	-
have all be more careful with items	+	+	+
educate all as to cost	+	+	+

The students decided the first four alternatives were not fair, even to the guilty, because it might encourage them to commit more serious crimes later in life. They decided a

combination of the last two alternatives would best solve the problem. As we became more involved in our study, we would refer to this situation whenever it was appropriate. At the same time we encouraged everyone to be careful with their property. In a short time, our problem practically ceased.

Some of our "rap sessions" during this time were devoted to discussions of tax money being spent in our school. Most of the students had never stopped to think that the playground equipment, books, and furniture were supplied to us with taxes. This, in fact, made these things belong to all of us. It was a little of a shock to the students to realize they were actually tearing up their own property when they destroyed the playground equipment to keep others from using it.

Because of our success toward solving the problem of keeping items found on the floor, I decided to use the same method to attack other problems. When we went through the problem solving steps a decision was made that helped with the problem of the playground equipment. Our playground took on a cleaner appearance, because they didn't like tax money being spent to pay school employees to clean it. As the year progressed, I noticed that fewer of my students were leaving books outside. Their tote trays were less junky, and there was less paper to be picked up from the floor at the end of the day. We never really stopped working on these problems, but it was easier as the students learned more economics.

VANDALISM IN OUR SCHOOL

One Monday morning we all arrived at school to find that it had been vandalized over the weekend. When my students came in they were horrified, and immediatly began talking about the tax money wasted here, and the possible opportunity cost.

As we took inventory of the damage done in the entire building, we found a great deal of glue had been slung on books, bulletin boards, and papers. Powdered tempra paint had been scattered on the carpet, and balls were destroyed. The ice cream box had been unplugged and about $200 worth of ice cream had melted. Several small items such as whistles, stamp pads, keys, and pens were taken.

We had several "rap sessions" concerning this problem. The students were very vocal in their opinions. They seemed to feel that the vandals might not have done this, had they been better educated.

A few weeks later three 6th grade boys were found to be guilty of the vandalism, and they were turned over to the juvenile authorities. Our school system has never been informed by the authorities as to what happened to the boys. When my students asked questions I had to tell them that I honestly did not know the results. They were unhappy about this and said the juvenile courts should be harder on the criminals. This gave me the opportunity to explain how the

political system is important to our economic system. I told them that they would soon be of legal voting age, and they could also let their elected officials know their feelings.

COSTS OF VANDALISM TO SCHOOLS

I asked Miles Shopfner, Director of Purchasing and Maintenance for the school system, to talk to my students about vandalism in the schools. He came three days after the vandalism had occured in our school.

After being introduced to the class, Mr. Shopfner told them that the school system spends $19,500 each year because of vandalism. That amount is just the materials, so with the labor added it increases to $42,000 a year. That averages out to be about $1,600 per school.

Mr. Shopfner put vandalism into two categories. Some of the vandalism is not intended, but is just thoughtless. That would include such things as breaking a window with a ball, pulling a string on the carpet, and wasting school materials.

The other type of vandalism is that which is intended. Writing on walls, furniture, and other school property are intended. Break-ins like we had, and distruction of furniture and machinery are also intended. All of those things have to be replaced or done without.

When asked if the school system had any insurance, Mr. Shopfner said the system pays $27,000 for insurance that is

$500 deductable. He said insurance without a deductable is too expensive.

Mr. Shopfner explained that some schools were getting alarm systems. He said the system and the PTA usually jointly pay for them. The students concluded that it would still be costing some money, and the school would have to give up something.

Finally some of the students questioned Mr. Shopfner about a break-in at Chaffin Jr. High last summer. (Chaffin is where these students will go in two years.) Last summer a great deal of damage occured when two teen-age boys broke into the school. The incident was well publized locally and state wide. It was only a short time before the two boys were arrested for the crime.)

Mr. Shopfner said the parents of the boys were each supposed to pay the unsurance company $3,500. The boys were supposed to work at the police station for the rest of the summer. They were to do such work as cleaning the inside of the station, yard work, and washing police cars.

The students came to the conclusion that the cost of damage is high, the cost of insurance is high, and alarm systems are high. It is also expensive to replace vandalized property, so some of it doesn't get replaced. They decided that was too much expense and too much opportunity cost.

VANDALISM COSTS TAXPAYERS

By this time my students were keyed up about vandalism

in the schools. After Mr. Shopfner had visited the class, I asked the Director of Instruction for the school system, Mr. Wallace Floyd, to visit us. The children needed further development in this area.

Mr. Floyd began his presentation by going over the following budget for the school system:

66.1% Instruction
10.8% Maintenance and Operation
9.5% Debt Service
5.0% Fixed Charges
6.0% Transportation
0% Tuition
7.2% Other

He explained that this money comes from three main sources: State income tax, state sales tax, and property tax. He said if a school bus is destroyed by vandals, we just might have to do without a bus for class trips because there wouldn't be enough in the budget to replace the bus.

When asked about books and other materials, Mr. Floyd said that would come from the instruction part of the budget. He said that carelessness with books is a form of vandalism. Writing on them, putting glue on them, and getting them wet will destroy them.

After a lengthy discussion about other types of vandalism of productive resources, Mr. Floyd concluded his presentation by talking about vandalizing time. He explained that a person is actually vandalizing time when they waste it. He said time is like the other resources, once you waste it you can't get it back.

At our "rap session" following Mr. Floyd's visit the

students decided they certainly didn't want to cause vandalism. After we had discussed all the things we had learned about vandalism in schools, they decided to organize the information and prepare a bulletin board.

The information was grouped into the following three categories:

1. Source of Income
2. Budget
3. Vandalism in Schools

The students divided into three groups to prepare a long bulletin board.

GROUP I — Source of income illustrated - Income tax, sales tax and property tax. Each of these pictures was put on the bulletin board and appropriately labeled.

GROUP II — Prepared a circle graph to show the school budget in percentages. Each section of the graph was labeled. They commented that most of the waste due to vandalism would come from the instruction funds and the maintenance and operation funds.

GROUP III — Illustrated vandalism to a school bus, a school building, and playground equipment. These pictures were posted under the "Vandalism in Schools" title.

Skits Taught the Consequences of Crime

We used a set of materials called "Play a Part in Crime Prevention", that I ordered from the National Education Association Journal. It consists of five teaching units entitled, "Shoplifting", "Buying Stolen Goods", "Employee Theft", "Vandalism", and "Juvenile Court". Each unit includes the lesson plan, skit, skill builders, and puzzles.

I found the teaching units to be very useful. The skit in each lesson brought out the consequences of crime. Each skit is open ended, so the students may draw their own conclusions. When I read the skits to the students early in the study, their conclusions were lax on the criminals. At the conclusion of our study and after they had performed the skits, the students were much tougher on criminals. They felt much consumer money and tax money could be saved if criminal acts did not take place.

In my opinion, these skits were some of the most effective activities in the unit. When the students role played, the information took on new meaning. I don't believe they will ever forget the lessons from these skits. They have been quick to tell resource people about them.

When we had practiced the skits, gathered our props, and completed all other preparations, our school media specialist, Mrs. Daniel, began working with the students to video tape the skits. We decided to have some of the students become specialists by letting them run the camera, be the director, and be in charge of props. This gave everyone in the class an opportunity to see that those most dependable were chosen for these important jobs.

After we had our skits on tape, other teachers showed them to their classes. We felt we were able to share these lessons with many more students by having them on video tape. We also used them in our program at the end of the year. (Descriptions of skits will appear in the write-up in the

places where they were used to illustrate concepts needed at that point.)

WHO PAYS FOR SCHOOL VANDALISM?

The experience of having our own school vandalized made the skit about vandalism particulary meaningful to my students. I started a "rap session" by asking, "Who pays for vandalism in a school or on school porperty?"

The students immediately responded that tax payers pay. They were quick to point out that usually taxes would go up, or we would do without something. They also discussed the fact that some vandalism is intended while other is out or ignorance. They felt education was part of the solution.

Rap Sessions and "Trade-offs" Helped Us Learn About Market Economy

The students positively responded to our study of vandalism and other crimes, so we decided to broaden our scope to include the world of business. We continued to use the "Trade-offs" programs, as well as resource people and current events.

I began this section of our study by zeroing in on characteristics of our market economy.

CONSUMER DIRECTION AND PROFIT MOTIVE

During a "rap session" I asked for a definition of the word, market, and recieved the following: a super market, a grocery store, a flea market, the mall, Sears, and the names of many other stores. Then I asked what two actions had to take place for a market to exist. They finally agreed that buying and selling must take place. Further guided discussion led them to conclude that a market is really a situation and could exist through the mail or by phone.

I prepared a little demonstration to show how the producer knows what to produce. On the board I wrote the following:

1. Yellow plastic raincoat with purple flowers
2. Blue all-weather coat
3. Red all-weather coat
4. Green plastic raincoat with purple flowers

I asked the students which of the coats they would be willing to buy. After some discussion they agreed that they would

buy either of the all-weather coats, but neither of the plastic coats. At this point they could see that the wise entrepreneur would order more of the all-weather coats, but no more plastic coats. This example showed consumer demand dictates to the producer what he should produce.

Crime was uppermost in the minds of the students, so I wasn't surprised when they brought up the fact that crime can effect the demand. They discussed the various types of crimes that could cause the prices to go up, therefore eliminating some of the demand.

I saw an opportunity to bring out the characteristic of profit motive. I used the filmstrip, Profit Motive, to strengthen the understanding. It wasn't hard for the students to understand that a business will fail if it doesn't make a profit. They understood that this would happen quicker if the business has a lot of expenses because of crime prevention or crime.

The "Trade-offs" lesson, To Buy or Not ot Buy, reinforced what we had studied about consumer demand. It dealt with various reasons for a change in the demand for pastries. After the lesson we had a "rap session" to discuss possible criminal acts that could change the demand.

PRIVATE OWNERSHIP

Our next "rap session" was for the purpose of discussing the concept of private ownership. It fell right into place here because of our earlier discussion of profit.

The first goal in this lesson was to distinguish between private and public enterprise. We began by naming some private enterprises in the mall and some factories. They quickly understood when I told them a public enterpirse, like a school, is financed with tax money. A public enterprise should run efficiently, so tax money will not be wasted.

I told the students that a private enterprise must make a profit to stay in business, and that many expenses must be paid before a profit could be realized. They were quick to name crime related expenses that a business would need to pay. They included such things as alarm systems, insurance, shoplifting, and vandalism.

When I felt the students had a solid understanding of public and private enterprise, I brought out the interdependence or the enterprises. I wanted the students to realize private enterprise and public enterprise depend on each other.

I gave some examples of the interdependence such as depending on insurance companies and alarm systems. As one of the students mentioned, we pay tax money so we can depend on such public enterprises as the police department.

DIFFERENT TYPES OF ECONOMIES

I began a "rap session" by asking if all countries have the same type of political system. The students responded with a definite, no, because we had explored this throughly before the presidental election in November.

I explained that the type of economic system a country

has depends on their type of political system. I told them that no matter what type of economic system exists, three questions must be answered:

	Market	Command	Traditional
What will be produced?			
How will it be produced?			
For whom will it be produced?			

These three questions were written on the board with the three main economies across the top, thus completing a grid. Our next step was to fill in the blanks so we would know how each of the economies answers the questions. Upon closer examination, the students were able to arrive at the conclusion that we have some of all types of economies, even though we have a primarily market economy.

TYPES OF BUSINESS

After we had viewed a filmstrip, Our Private Capital, and filled out a teacher prepared worksheet, we had a "rap session" to discuss the types of business. We used the booklet, Business in Our Community, to study the characteristics of each legal type of business.

When we discussed the advantages and disadvantages to each type of business, the students concluded that there would probably be a greater chance for some type of crime in a partnership or corporation. For example, a partner might falsify records to obtain money. In a corporation, the chances might be even greater. When one student commented that the businesses probably had safeguards to prevent that

sort of thing, another said that consumers would probably have to pay, as usual.

Even though these students are not in the business world yet, they are beginning to realize how it effects their daily lives.

COMPETITION

To start the children to thinking about another characteristic of the market economy, I began one of our "rap sessions" by asking, "Do you always buy your jeans at the same store?"

They all agreed that they didn't always buy from the same store. After a discussion concerning the reasons for buying from a certain store the following reasons were derived as those most often considered:

1. price
2. convenience
3. appearance of store
4. friendliness of clerks
5. reputation of store
6. brand they sell

At this time we saw the filmstrip, Competition. This helped to reinforce what we had talked about. It also brought out job cometition.

We related competition to our theme in two ways: Competition among business is effected by vandalism, theft, shoplifting, and other such crimes. If a great deal of these crimes occur the consumers will pay higher prices, therefore the businesses might not be able to compete.

When applying for a job, a person's reputation usually follows him/her. If he/she has any kind of criminal record or a bad reputation, his/her chances for the most desirable jobs are lessoned. A bad reputation could be something such as being accused, but not proven guilty, of employee theft.

The students concluded that crimes don't pay in any situation.

Resource People Talk About Crime in the Business World

AN ENTREPRENEUR TALKS ABOUT THE COSTS OF CRIME

At this point in our study, I wanted a resource person from private enterprise to talk to the class about the cost of crimes and crime prevention as it affects a business. I asked Jerry Barling, owner of "Gun City", a retail gun shop, to talk to the class.

Mr. Barling began by telling about the many forms that he must get filled out before he can sell a fire arm. The forms are required by the Department of the Treasury-Bureau of Alcohol, Tobacco, and Firearms Division. He stressed the following quesions that must be answered:

a-Are you under indictment or information in any court for a crime punishable by imprisonment for a term exceeding one year?

b-Have you been convicted in any court of a crime punishable by imprisonment for a term exceeding one year?

c-Are you a fugitive from justice?

d-Are you an unlawful user of, or addicted to marijuana or a depressant, stimulant or narcotic drug?

He also showed us more forms that had to be filled out when more than one fire arm is sold to one person. There are still other forms to be filled out if the consumer is from out of state. He explained that all of this was part of an effort to keep firearms out of the hands of potential criminals.

Mr. Barling said most of his customers are hunters, and buy the firearms for recreational purposes. He told of some expenses that he must pass on to the consumer in order to make a profit. He said two of his greatest expenses are the insurance and the alarm system. He said he also pays $47 a month for special telephone lines that have a direct hookup to the police. The insurance covers fire, theft, and vandalism.

GOVERNMENT INFLUENCE

Mr. Barling's visit led us into a further look at government influence in our economy. After we had veviewed all of the government influence Mr. Barling had told us about, we viewed the filmstrip, Role of Government.

I then told the students about some other government regulations such as OSHA and tariffs. We finally centered our attention on the laws and acts that affect crime prevention and punishment. After several lengthy "rap sessions", the students had it clear in their minds that they could have a say-so in such matters through their elected officials. We especially talked about gun control and this subject was brought up again after the attempted assasination on the president.

ROLE OF MONEY IN THE ECONOMY

To get us into the area of money and banking, I showed the "Trade-offs" program, Why Money?. I asked the students to tell me the three types of money. Their answers included food stamps, credit cards, and welfare. Needless to say, a lot of work was to be done in this area.

At this particular time we had ventured from our math text books and we were in the middle of some banking exercises. The students had been filling out deposit slips and withdrawl slips, and ballancing their checking accounts, so they were able to figure out that these were two of the types of money. Then it didn't take them long to add demand deposit, or checks as they called it, to complete the list.

After some discussion, most of the students quickly understood why food stamps and welfare are not considered to be money. They really had a hard time understanding why credit cards aren't thought of as money until they viewed the "Trade-offs" program. The program also strengthened their understanding of the uses and advantages of money.

The next morning when they came in I had put up the money learning center described on page 53 of Part II, Strategies for Teaching Economics - Intermediate Level. I had placed the following books on a table near the center:

What is Money? by Elizabeth James and Carol Barkin

Understanding Money by James Barkin

Making Sense of Money by Vicki Cobb

Ideas About Money by John E. Maher

Money, Money, Money by Ruth Belov Gross

Managing Your Money by James Barker and Elizabeth James

The students were anxious to use the learning center, but I told them that they must learn some more about money first. I did tell them, however, to look through and read some of the books during their free time. I wrote on the board a list of things to look for in the books. The list included characterics of money, functions of money, and types of money.

The next day in our "rap session" the students asked if they could get in committees to do some research about money and banks. The following topics and groups were decided as those most necessary and interesting:

Tori's group - CHARACTERICS OF MONEY - This group viewed the filmstrip and tape, Money, and made a worksheet to use with the class when they showed the filmstrip to them.

Eric's group - TYPES OF MONEY - This group looked through pamplets, and books and made visuals to share with the class.

Lisa's group - HISTORY OF BANKS - This group did research in library books and pamplets before making a report to the class.

Phillip's group - FUNCTIONS OF MONEY - This group consisted of four boys and one girl whose personalities and capabilities did not gear them toward research. They were enthusiastic about making a visual to share with the class.

Kathy's group - FUNCTIONS OF BANKS - This group used library books and pamplets to get most of their information. An added bonus for this group was an interview Kathy had with her mother, who works at a bank.

Chris' group - FEDERAL RESERVE SYSTEM - This group

used many pamplets and library books to find information for their report.

A BANKER DISCUSSES CRIME PREVENTION

The copyright dates on some of the materials we were using indicated that we might need some more up-to-date information. Also, some changes in the banking system had already taken place since school had started. Due to the Omnibus Banking Bill, local banks and other financial institutions had started offering more and different services as a means of competition.

There were also signs of the money scarcity because of the appealing savings accounts offered. These had already changed since school had started.

I asked Mr. J.B. Turner, an official from one of the local banks, to speak to the students. Mr. Turner explained the role of the Federal Reserve System in our economy, the several kinds of savings accounts the bank offers, and the methods of determining interest rates.

The students listened with interest to what Mr. Turner was telling them, but finally Linda asked, "How does crime affect your private enterprise?"

Mr. Turner said that since robbery is the most common type of crime for a bank, most of the money spent in the areal of crime and crime prevention is for prevention of robberies and catching robbers. A sophisticated camera and alarm system are among the expensive equipment they use. The

construction of the building is also a help in preventing crimes because of its' thick walls and doors with steel in them.

In spite of all the precautions, robberies do take place, so the bank has insurance which protects depositors. This insurance replaces stolen money with-in two working days. The bank also has property insurance just like other businesses.

The students wanted to know how consumers would pay for the crime in a bank. Mr. Turner said the bank could not offer as many services if they had a lot of crime. For example, they might not have as many branches or as long hours.

Mr. Turner elaborated on the possible future of banks. He said it is possible for the laws to change and we won't have so many government regulations. More competition will phased in over a period of time, and services will be influenced by the market. It will be more of a supply and demand situation. At the present time there is a limit on the interest banks can pay on savings accounts. If and when these regulations are lifted, the banks who have less costs can pay more interest. That may be one way consumers can earn more money if there is less expense because of crime.

Mr. Turner concluded his presentation by telling the children that a bank employee seldom ever steals from the bank. He explained that the bank is very careful about who they hire. They also have bank examiners who come in and check the bank records. The bank pays for this service, and they never know when they will come.

VANDALISM COSTS FARMERS

We had studied about crime and delinquency in several private enterprises, but had not mentioned farming. I asked Mr. Leo Allison, a cattle farmer, to visit our class.

Mr. Allison began his presentation by telling the children about his 500 acre cattle farm in South Sebastian County, where he also raises hay. Farm equipment is very expensive and many farmers hire workers with large equipment to do the work, rather than invest a great deal of money in the equipment. Mr. Allison has invested in the equipment so he bales hay and clears land for other people. He is renting his service and his capital good.

The students were quick to ask Mr. Allison about crimes on his farm. He said most of the crimes taking place on farms are vandalism and stealing. Sometimes juveniles shoot at signs and mail boxes, and hunters shoot cows. People also throw things in pastures and start fires.

When he was asked about having insurance, Mr. Allison said he has insurance against arson, but not on all of his large equipment. He said the insurance on theft or vandalism of the large equipment is so high that he can't afford it. That is why he always takes precautions, such as putting the large equipment close to his house or the house where he is working. Vandals and thieves are not as likely to come near a house. He also keeps his fuel tanks locked so they can't steal gasoline.

Skits and J.R. Taught that Crime Does Not Pay

WHO PAYS FOR SHOPLIFTING?

After performing a skit on shoplifting, we had a "rap session" to discuss the consequences of this act. We began by talking about the examples of shoplifting causing high prices to consumers. Consumers also pay for the cameras and other preventive methods.

The students concluded that, even shoplifters pay higher prices for the things they buy, because of the shoplifting.

ILLEGAL COMPETITION

To begin our "rap session" after the performance of a skit about buying stolen goods, I asked why a person would get in trouble for buying a stolen good if they didn't steal it. Their response was they would be helping the thief, because they were helping create a market for their stolen property.

I explained that some people buy stolen goods as a profession, and it is illegal. Others buy them just because they think it's a good price. I told them to always be cautious of a "good deal" because it is very possible it has been stolen.

EMPLOYEE THEFT CAUSES INCREASED PRICES

When we had completed video taping a skit about employee theft, I began a "rap session" by asking if they

thought taking from the place of employment is a crime. At first they didn't think so, but after a long "rap session" they realized that it was stealing to take things from the place where you work, and this would make the consumer price go up.

DEMAND AFFECTS PRICES

One day, as a group of four boys were working on some pictures for a poster, I overheard them talking about J.R. I thought this would be a perfect opportunity to show the interdependence of business and market prices. I could not pass up the chance to use an already cultivated interest, so I asked the boys if their conversation had anything to do with economics.

This was the beginning of our exploration into the influence of J.R. The first thing mentioned was the salary increase Larry Hagman, the actor, recieved for continuing in the role of J.R. The children were quick to understand that he could get the raise because the consumers (viewers) were demanding more of J.R. The students were also quick to point out all the ways that J.R. commits crimes.

The advertising businesses had an influence on the continued interest in J.R. They also benifited with increased business. Some of them even made bumper stickers. Other businesses made J.R. T-shirts, J.R. dolls, J.R. beer, and many other items.

One of the studetns found a newspaper article stating

that TV commercials sold for $500,000 per minute during that program that showed who shot J.R. It was obvious to the students why this happened.

We even found out that AT&T reported phone calls were unusually high just after that episode was aired in some parts of the country. Because of the time zones some people didn't see it as early as others.

I asked if an added crime had taken place at the network, would it have affected the businesses we had talked about. They thought of many ways it would have affected all businesses.

SEASONAL DEMAND IN THE MARKETPLACE

Since business is affected by seasons, I thought it would be appropriate to include the Christmas season in our unit. Also, this would be a good example of the traditional type of economy. I began a "rap session" by asking the students to tell me some effects the Christmas season has on our economy.

Some of the students said the demand is for different things during this season, such as wrapping paper, bows, cards, and decorations. We found a newspaper article that stated that some businesses were depending on this season for a boost in sales. Food and travel were also mentioned as being in greater demand at this time. Electricty for lights and ornaments is also in greater demand.

We concluded our discussion after we had talked about

the added decurity at this time of year. The students thought of two reasons for this: 1. The stores are more crowded at this time. 2. People want to give Christmas presents and if they are short of money, they might be temptad to steal.

We made plans for a bulletin board displaying the discussed information.

Resource People Help Us Understand the Role of Government

Monday, January 5, 1981, the first day of our return to school from Christmas vacation, a local police detective and three local people were discovered missing. Later in the week, all four of their bodies were found. This tragedy bewildered the area citizens. My students were full of anxiety, and they had many questions.

ECONOMIC EFFECTS OF CRIME

Several "rap sessions" evolved. The students were concerned about the families of the victims and had much compassion for them. After they had talked enough to relieve their anxieties, we concentrated on the economic effects of the crimes.

We divided the economic effects of the crimes into two categories - effects on the families of the victims, and effects on the whole society. They decided the family would be affected by a change in income, and it might be possible that the mother would have to go to work. Their standard of living might change. Besides these long-term effects, they would have funeral expenses and possible lawyer fees to settle legal business.

These murders would cause the whole society to spend a lot of tax money on investigations, court costs, and extra hours for law enforcement officers. Jails and prisons are

expensive to run, also.

When the students worked in groups, they would often have discussions about the economy. Several times I heard them talking about the Atlanta killings. They, of course, were concerned for the victims and their families, but they also thought of the effect on our economy.

They talked of the tax money spent on the investigations and the future court costs when the guilty person or persons are finally caught. Someone brought up that this was an indirect cost to all of us.

It was suggested that the sale of locks and other safety devices were probably at all time high in Atlanta. One student suggested that the people in Atlanta might not go out much at night, so they wouldn't be spending money then. Another student said their utility bills might be higher, if they were at home more. The conclusion was that their whole spending pattern changed because of the killings.

I was pleased that the students had learned enough to come to these conclusions without my guidance. I also felt good that economic education had made enough of an impact that it could be a part of unscheduled conversation.

CITY BUDGET AFFECTED BY CRIME

The "Trade-offs" program, Give and Take, fell righ into ✓ place in our study. In this program town citizens are trying to decide how to allocate the cities' tax revenues of $100,000. They need more police units, road repairs, and they need to

have the health center's hours expanded. Goals are introduced in this program because each of these choices helps to meet a goal. Each of the goals is important, but they do conflict.

I felt this program was a perfect lead-in to have three of our city officials as resource people.

The City of Barling has recently changed to the Mayor-City Director form of government. I asked the Mayor and two of the City Directors to form a panel in order to explain the city budget to the students.

Mayor Barling went over the budget explaining it as he referred to the estimated expenditures and estimated revenue. When he talked about the POLICE COURT - GENERAL section of the budget, the students took special interest. He told them the city has three police cars and they have $7,000 budgeted for their upkeep and another $7,000 budgeted for a new vehicle. Attorney and judges fees cost the city $8,000 a year. They spend $2,000 on such supplies as tickets and other paper work that must be filled out.

The largest source of income for the city is court fines. Even some speeding tickets are very high if the offense is serious. The students thought it was a shame to depend on law breakers for an income.

City Director, Mrs. Perry, said they even have unlawful acts affecting sanitation services. Some people don't pay the sanitation fee, so they dump their trash in other dumpsters like the one here at the school. The sometimes use the one at City Hall, or go to an apartment complex.

Mrs. Cottingham, a City Director, showed the students a job application that must be filled out if a person wants to work for the City of Barling. As she went over the application with them, she stressed the following question:

HAVE YOU EVER BEEN ARRESTED OR CONVICTED OF ANY VIOLATION OTHER THAN TRAFFIC?

The students could see that this was just another way that crime affects their lives.

After the visit by the city officials, I felt the students needed more background about budgets. We began the expansion of the understanding of this concept by using the filmstrip and tape, How Budgets Work. This aid covered budgets from the family budget to the federal government.

Just about that time President Carter's proposed budget for 1982 fiscal year was in the newspaper. In the filmstrip and in the newspaper, the federal government income, as well as the expenses, were shown in circular graphs. We put that part of the filmstrip back up on the screen and compared the percentages of each.

CRIME AFFECTS OUR GOALS

The "Trade-offs" show, Give and Take, had introduced us to the goals, as well as city government. I took advantage of this by asking the students to name their immediate goals. I felt to have a true understanding of goals we had to start at their present level. It was obvious that they hadn't thought much about their goals, so it was necessary for us to

have many lengthy "rap sessions". Throughout our "rap sessions" we made a list of everything that the students mentioned as being a goal. As they gained a deeper understanding of goals they determined that some of the items should be taken off the list of goals while others should be added. When our list was finally completed, I pointed out to the students that not all of them had all of the goals on the list and that other people might have goals that were not on their list. This was an aggregate list.

When I was sure the students had an understanding of their personal and immediate goals I presented the economic goals of our nation. I did not want or expect the students to memorize these goals, but I did want them to have an understanding of them and be aware of the fact that they have been determined by the people of the nation. They can change as time and circumstances change, and people feel the need for change. I also wanted them to realize how they could be altered by crime.

This made the students aware that they might not be able to meet their goals of having a good job and a high standard of living if they commit crimes. They could also lose their voting privledges.

Crimes also affect the goals of the nation. For example, it is harder to balance the budget if a lot of tax money has to be spent because of crime and crime prevention.

THE PUBLIC PAYS FOR CRIME

When the students began to get sophisticated in their knowledge of economics, I asked a lawyer, Hal Davis, to talk to them about the costs of crime from a lawyer's viewpoint. He said that three groups of people pay for crimes. The first group is the consumers and tax payers. Another group is the victims, and the third group is the criminals.

People pay through taxes when they pay the salaries of the employees of law enforcement offices, as well as the salaries of the law enforcement officers. The police department has two million dollars in the budget and the sheriff's department is budgeted for $25,000. The public defenders office has $80,000 budgeted for their use. There are many court costs and investigation costs. Taxes also support jails and prisons.

At this point, Mr. Davis told of the different types of courts and their purposes and expenses. He said that $219,000 is budgeted for juvenile court alone. Many times tax money is also spent for psychiatric examinations of accused people.

Consumers pay higher prices because of crimes. It has been estimated that for every dollar the consumer spends, 10¢ of it is because of shoplifting. The also pay the increased insurance premium, burglar alarms, and etc.

THE VICTIM PAYS

Mr. Davis said the victim pays in possible loss of

income, possible doctor bills, and mental anguish. Some costs are partially passed on to the consumer, but many of the costs are left with the victim.

THE CRIMINAL PAYS

People don't often think of the criminal paying but they pay in several ways. They can be fined $150 for shoplifting the first time they are caught. The fine can be $300 if caught a second time.

When some students asked how the criminal paid if not caught, Mr. Davis said that some might "get by" with some crimes, but would probably be caught for something else. He said they usually get braver as time goes on, and are more careless, making it easier to catch them.

Mr. Davis reinforced what we had learned about the criminal record effecting a person's job. We had heard this from the city officials and had seen questions concerning it on job applications.

Mr. Davis ended his presentation by saying, "Crime is habit forming. Start forming good habits now while you are young."

During our "rap session" following Mr. Davis' visit, the students decided they could organize the information learned from him, into four categories. They wanted to divide the class into four groups to prepare a bulletin board. They entitled it, WHO PAYS? The subtitles were the four categories - taxpayers, consumers, victims, and

criminals.

The group showing how taxpayers pay, illustrated a courtroom scene that included the judge, bailiff, policeman, defense attorney, prosecutor, clerk, witness and jury members.

The consumers paying was showing with a scene in a store. The scene shows shoplifting taking place. This group also made a large dollar bill and 90¢ in change to show that consumers would only have to pay 90¢ out of every dollar if it were not for shoplifting.

Section three of the bulletin board has a victim in bed. The wording with the picture indicates that his insurance rates have gone up, he has doctor bills, and loss of business.

The last section of the bulletin board depicted the costs to the criminal. These costs included loss of income and the fact that it was difficult to obtain a good job with a criminal record.

CRIME PREVENTION IN NATIONAL PARK SERVICE

Because I had done an ecnomics unit about the Fort Smith National Historic Site last year, I was familiar with the park personnel. I knew my students last year had enjoyed knowing them, and they had been extremely cooperative. When school started this year, they contacted me to see how they could be of help this year. I decided they could tell of the types of crime in the National Park System, and the cost of some of their crime prevention methods.

I asked Superintendent JoAnn Kyral to explain the budget of the Fort Smith National Historic Site. After she had explained the total budget for the fiscal year, she stressed the sections concerning crime prevention. For example, $1,680 is in the budget this fiscal year for a guardtronic alarm system. She explained that they had bought the equipment at one time. They now pay a monthly fee to the Guardtronic Alarm system. This is a private enterprise that serves both public and private enterprises.

Miss Kyral explained that she has to make decisions concerning priorities. At this point she passed out 10-20 forms that are used by park superintendents for making justifications for park expenditures. These three forms included justification for a riding lawn mower at $1,100, a security cabinet at $1,600, and a summer park technician for $2,500.

When the children got in groups to make their decisions, I found it interesting that most of them chose the security cabinet as number one priority. As the students worked, I observed that most of the groups made a grid, listed their criteria, and named the alternatives.

I asked Miss Kyral to give us a view of the person with a criminal record, as she sees them when hiring new personnel. She told the students that she wants to make sure she hires the very best person for the job. She told about the following two-part question on the job application:

a. Have you ever been convicted, forfeited collateral, or are you now under charges for any felony or any firearms or explosives offense against the law? (A felony is defined as any offense punishable by imprisonment for a term exceeding one year, but does not include any offense classified as a misdemeanor under the laws of a state and punishable by a term of imprisonment of two years or less.)

b. During the past seven years have you been convicted, imprisoned, on probation or parole or forfeited collateral, or are you now under charges for any offense against the law not included in (a) above?

The students were quick to point out that this was another example of crime effecting a person's future job choice. They also talked about the many ways our tax money is being spent due to crime and crime prevention.

CITIZENS PAY FOR LAW ENFORCEMENT

Following Miss Kyral's visit, I asked Park Ranger Tom Crowson, a trained law enforcement officer with the National Park Service, to visit our class. Mr. Crowson's presentation dealt with vandalism and theft because those are the most frequent crimes he deals with in his job.

Mr. Crowson told the students that vandalism to National Park property is at the expense of tax payers. He said the vandalism is sometimes intended, but it is sometimes due to ignorance. His job is to catch those guilty and to inform the ignorant.

Another way money is spent because of crime is the cost of training for law enforcement officers like Mr. Crowson. He told us that more than $2,600 in tax money had been spent for the nine weeks of training, which is required to be a

law enforcement officer.

Mr. Crowson told us that the money is usually spent to prevent crimes or spent after the crime has occured. If the money is spent for prevention it would probably be less. After a crime has been committed, a lot of money can be spent on investigations. Sometimes property can't be replaced because of it's historic value. He finalized by reminding the students that crime doesn't pay, it only costs.

CLEP Helped Us Learn About Making and Enforcing Laws

It was announced early in the school year that all fifth grade classes would be taking part in a CRIMINAL LAW EDUCATION PROGRAM, developed by the Arkansas Attorney General's Office. The program consisted of a presentation on Why We Have Laws, by a trained volunteer, and a trip to the jail and juvenile hall.

RIGHTS OF CITIZENS

Mrs. Donna Fine, a trained volunteer, came to our class. Showed the film, The Bill of Rights in Action: The Story of a Trial,before her presentation. The film put into action much of the information Mrs. Fine talked about.

The film began as two men were arrested for theft. One of the men was a first offender, while the other was not, thefore each one was handled separately.

Each man was taken to the police station, finger printed, and had his picture taken. They each went to municipal

court for their arraingnment. The man who was not a first offender pleaded guilty and was sentenced to six months in county jail. There was no need for a trial in his case, thus saving tax money.

The other man pleaded innocent, so a public defender was appointed for him at taxpayers expense. We followed his trial, heard his witnesses, and heard the judge instruct the jury members. We saw the prosecutor at work as well as the bailiff and court clerk (all paid with tax money).

Mrs. Fine began her presentation by an explanation of laws and their purposes. She followed this with a discussion of the courts. She used a chart she had prepared, to show the court system. She compared it to a chain with the first link being the municipal court, the second link being the circuit court. For those who want to appeal a decision, the third link is the State Supreme Court, and the fourth link is the United States Supreme Court.

When one student commented about that being a lot of tax money, Mrs. Fine reminded them that these were not the only courts. Juvenile Court is for those people seventeen years of age or younger. She said studies had shown that the averalge criminal in the United States is fifteen years old.

Mrs. Fine concluded her lesson by giving the students a test then discussing the answers with them. The majority of the students got most of the answers correct.

Teacher

CLEP FUN TEST

How much do you already know about criminal law? Try to answer these TRUE or FALSE questions. If you think the statements are true, put a T on the line; put an F for false.

1. You and an older friend see a strange sports car parked nearby. You drive it around the block a few times and return the car to where you found it. You have not committed a crime. _____

2. When someone starts a fight with you, you have the right to defend yourself. _____

3. Two men have just robbed a bank in Minnesota near the Wisconsin border. They drive across into Wisconsin. They are safe. _____

4. You and your mother have just seen someone shoplifting. The person is leaving the store now. You should not tell anyone what you have seen because you might be asked to be a witness. _____

5. Steve wants to get out of class. He pulls the school's fire bell. Everyone, including the teachers and principal, thinks it is a real fire. They all leave the building. Then Tom tells the principal that he saw Steve turn in the false alarm. Steve is guilty of a juvenile offense. _____

6. Mrs. Jones is driving home. She is going thirty miles an hour over the speed limit. Her car runs over a man and kills him. This is probably a crime for which she can be punished. _____

7. Melinda's mother would like to serve on a jury. She may go down to the courthouse and volunteer. _____

8. As a joke you and your friend call an officer in a large building and say a bomb has been planted in the building. This is a felony, and if you are caught, you would be in trouble. _____

9. If I find money or something else valuable, I must try to find the owner. _____

10. It is a misdemeanor to litter public land, but not private land. _____

11. It is a misdemeanor to make a false report of a crime to the police. _____

12. I can get in trouble for possessing beer if I am under 21. _____

13. You are with friends who are smoking marijuana, but you do not smoke any at all. If the police come, you can be arrested as well as your friends. _____

Teacher

IV. Answers to Fun Test

1. FALSE -- This is "joyriding" and is a specifically defined crime in some states.

2. TRUE -- You are allowed to use only as much force as needed to repel him.

3. FALSE -- Bank robbery is a felony. This means that the men can be arrested wherever they are found in the country--by police or by the FBI. This is true for most serious crimes.

4. FALSE -- You should tell someone who works in the store. If no one were willing to report a crime or be a witness, our system of justice would not work because wrong-doing could never be punished by the authorities.

5. TRUE -- Steve could be subject to the jurisdiction of the Juvenile Court.

6. TRUE -- She could be prosecuted for second-degree manslaughter--which involves serious negligence--or perhaps an even more serious offense.

7. FALSE -- Juries are chosen randomly. A clerk from the courthouse calls people from the lists of registered voters. If people were allowed to volunteer, they might be the people who are overeager to convict a defendant or overeager to acquit him. Neither type of person would make a fair jury member.

8. TRUE -- It is a felony to make a false bomb threat.

9. TRUE -- It is theft to keep lost property without making a reasonable effort to find the real owner and return it to him.

10. TRUE -- It is a misdemeanor to make a false report of a crime to the police.

11. FALSE -- It is a misdemeanor to litter any place, whether on public or private land.

12. TRUE.

13. TRUE.

TAX MONEY PAYS FOR JAILS

Two days after Mrs. Fine's visit, we took a class trip to the Sebastian County Jail, and the Juvenile Intake Center. This learning experience started with a tour of the jail facilities. When we entered the students were shown how an arrested person is booked, finger printed, and has a picture taken.

As we started toward other parts of the facitlity, our guide, Officer Kennon, pointed out the electric locks on all of the doors, and the elaborate camera system. The students commented about taking a lot of tax money to invest in such sophisticated equipment.

Officer Kennon told us that they have as many as 108,000 prisoners go through the jail in one year. He said they must wear special uniforms so it will be easier to identify them in case they should get out.

After he had explained about the housing for misdemeanor cases and felonies, Officer Kennon directed us to the Juvenile Intake Center. There a lady attendant showed us around. She showed us the practically bare room where the juveniles must stay locked up, except for a few hours each day. She said they have to wear jump suits and socks, but no shoes. When they enter they are stripped and searched.

After the students had commented on their shock at the facilities, the attendant told them that they could possibly be tried as an adult when they became fifteen, She also told them they could go to the Alexander Training School, in

Alexander, Arkansas, if they are found guilty of a felony. She concluded by urging them not to break the law. She told them not to even throw rocks, use bee bee guns, or shoot fireworks in the city limits. She said that could be the beginning of a criminal life.

The film, You Be The Judge, which was used as a follow-up to the jail tour, gave situations concerning three cases. Each of these cases involved juveniles, therefore was of great interest to the students. Each case began with an unlawful act and followed the juvenile through juvenile hall.

Case one showed two sisters caught shoplifting. They were arrested, advised of their rights, and taken to the juvenile unit. Their mother was called and they later appeared before the judge.

In case two Johnny was caught truant for the fourth time. When his mother admitted she couldn't handle him, it was decided he would be better off in a foster home.

Case three began when an officer in an unmarked police car caught three boys dealing in drugs near a school. We followed their case as they appeared before the judge and were committed to the State Youth Authority.

The students were so impressed by this film that they asked to prepare visuals showing the three cases.

SKIT SHOWS COURT COSTS

After we had taped a skit about juvenile court we had a "rap session". We discussed the many ways tax money was

spent in order to prove the guilt or innocence of an accused person. The policeman was a witness, as were some store employees.

The children were quick to point out that this was not Wendy's first time to be caught shoplifting. They realized that the court probably wouldn't have been as hard on her if this had been her first offense.

PRECAUTIONS TO PREVENT CRIME

At this time we viewed another film, Crime: It's a Matter of Time, that showed some ways we make it easy for criminals to choose us as their victim. In the film, Charlie, the main character, is careless and falls victim to the criminal on several occasions.

In the opening scene Charlie had failed to lock his car, then didn't look in the back seat as he got in the car. The criminal lurked in the back. Later Charlie was robbed as he carried the business deposit in clear sight as he went to the bank. His habit of going to the bank at 11:00 a.m. each Friday contributed to his bad luck.

Charlie's business was a disaster from the windows covered with ads, to the crowded interior. The lock on the door was not secure and neither was the skylight. When robbers locked him in the closet, Charlie realized he should have put a key in that closet.

After the police captured a suspect, Charlie refused to go identify him because he was too busy at the crowded

store. Besides, he just knew his insurance would take care of everything.

Charlie was bewildered when his insurance agent notified him of the cancellation of his insurance. The agent explained that he had been a poor risk in the past, so his rates had been raised. Now he was such a terrible risk that they just had to cancel.

With this bad news, the film ended.

FEDERAL BUDGET AFFECTED BY CRIME

When President Reagon and the other three men were shot, the students were naturally upset. Their immediate comments indicated their disapproval of the situation. I felt a need for a "rap session" to relieve the tension. I found their comments to be mature, as compared to those early in the year when we discussed the Cubans.

Some of the students commented that if you only consider the economics of the crimes, it will have an effect on the federal government budget. They said the taxes probably pay the medical bills of the injured people. Also there would be a lot of court costs for a case like this.

Someone mentioned an indirect cost that we have like the food bills of the accused person. The jail cost a lot now and prison may be later.

One of the students thought this incident might cause some people to change their minds about things. For example, some have always wanted stricter gun control laws.

This could make others agree with them now. Also some people think the presidents budget cuts are too much, but some might feel sorry for him now and go along with him.

I pointed out to the students that voters could contact their representatives and let their feelings be known.

CIRCULAR FLOW CHANGED BY CRIME

Throughout this study we had many "rap sessions" concerning the circular flow. I showed the filmstrip and tape set, How Money Goes Round and Round, and that helped the students understand the interdependence of business, household, financial institutions, and government.

Near the end of our study we had some "rap sessions" to review all the things we had studied about during the year. At the beginning of one of them a student said she thought we could explain our whole unit of study by using a circular flow chart.

Other students agreed with her and began telling examples. Carol said that human resources going from the household to the business world better be honest and make good use of their time. They'll be able to do this better if they pick up good habits in school. Someone else added that people going from the household to work in a government job also should be honest.

Linda said she thought it was awful the way people vandalize resources because all the resources are scarce

and that just increases the scarcity. It doesn't matter where the vandalizing takes place, it effects all the economy.

Sherry said no matter what the crime is or where it happens, it messes things up everywhere. We all have to pay either as consumers or as taxpayers. We have to pay court costs, investigation costs and all the other costs involved in a trial. Then of course we have to pay for jails and prisons. That all means higher taxes. We pay higher prices as consumers, because of businesses paying for crime prevention methods, crimes that do happen, and high insurance rates.

John reminded us that crime can even make a difference in a worker's salary. If a lot of employee theft is happening or other crimes, the human resources might not be paid as hight a salary as otherwise. In that case those workers wouldn't be able to go back out into the business world with as much consumer demand. They wouldn't be able to save as much either, so financial institutions wouldn't have as much money for loans. Without loans businesses can't expand. Some businesses, such as the housing industry, are greatly affected because they depend on the consumers getting loans.

After numerous other such comments we ended the "rap session" when Tori said, "Crime messes up the circular flow, and we all pay for it in some way. Most of the criminals start at a young age because that's when they start forming

habits. Remember, Mrs. Fine told us the average age of a criminal is fifteen years. Juveniles should form good habits so they won't be deliquents. Everyone should study economic education."

I thought that was a perfect ending to our unit.

COMMUNITY INVOLVEMENT

As I said in my introduction, we are in a unique situation by our school being located in the city of Barling, but at the same time being a part of the Fort Smith School System. With the approach of spring, people begin to think of house cleaning and cities begin to think of city cleaning. I feel my students were fortunate because they were asked to take an active role in the Fort Smith Pride Campaign and the Barling City Cleanup Campaign. This was probably the biggest thrill of the entire study.

Even though we had studied, so called more serious crimes, we had started our study partially because of litter on our playground. It seemed appropriate that we conclude the unit by taking an active role in community involvement to eliminate litter. As one student said, "We don't just learn about what should be done, we take action. If people develope good habits, while they are young they might not have bad habits later that could cause them to commit crimes. They can start out by not littering when they are juveniles. We sure don't want to be juvenile delinquents."

CLEANUP CAMPAIGN POSTERS

Jo Cottinghan, a Barling City Director who had been a resource person, asked if the students could make posters to advertise the cleanup campaign for Barling. She would provide the materials.

I wanted this to be meaningful to the students in three

ways. First, I wanted them to realize that we were carrying out a part of our theme by helping to clean up. I also wanted them to experience the production methods that are possible. Finally, I wanted them to understand the economics of having a clean area in which they could take pride.

The students were excited about doing the posters. They were anxious to begin the posters, but first we had to have a plan.

The "Trade-offs" show, Working Together, was reviewed because it deals with specialization and division of labor. It is suggested in the "Trade-offs" Teacher's Guide that we set up two teams for production. One team is supposed to work in assembly lines, while the other team does not.

The work was divided equally between the two teams. Each team was given the same amount of time to complete the work. The team with the assembly lines finished first. (It is worth noting here that I did not mention the time factor to the students, because I did not want it to become a contest to finish first.)

When all of the work has been completed, we had "rap sessions" to evaluate the two methods of production. We found advantages and disadvantages in each. We also found that each person did not agree.

The students were full of pride when Mrs. Cottingham came to get the posters. She was pleased with them and later wrote them a letter.

PUBLIC SERVICE ANNOUNCEMENT

JoAnn Kyral, a resource person who had worked with the class, is a member of the Fort Smith Pride committee. She asked if the students could prepare a public service announcement and tape it for T.V. The students were aware that they wouldn't all be on it but they were thrilled anyway. We decided to let a committee write the script, after the entire class had agreed upon a theme. We viewed the tapes of the skits so we could see whose voice's would be good on the air. Terri, Kathy, and Robert were chosen to make the tape.

A writing committee wrote the following script:

Robert "We have just finished picking up some of this trash and it was hard."

Terri "Now we can take pride in what we have done. If only other people would remember to pick a little trash up too, they could have pride."

Kathy "We would like you to clean up the city so it will be nice and pretty."

The children were saying the lines as they were throwing trash into the trash can at Tillis Park.

On the day the three students left to make the tape for the public servece announcement, the other children wished them luck. They seemed pleased to have Terri, Kathy, and Robert represent them. The announcement was still running when school ended.

CULMINATING ACTIVITIES

READ-A-T-SHIRT

Our Media Specialist announced that April 6 would be Read-A-T-Shirt Day for National Library Week. All students and teachers in the school were encouraged to wear a t-shirt with a written message, that day.

My students decided they would like to have anti-crime messages on their shirts. We discussed it, and came to the conclusion that it would be very expensive to buy them and pay for that lettering. I offered to teach them to embroider the messages if they wished. Most of them chose to do this.

We got the capital goods and materials, and the students became the labor. They said I was the only specialist at the beginning of the project. As they became more skillful, many of them became specialists.

The main goal, in this project, was to share information. We felt this was accomplished, as many comments were made by other students, about the messages.

During National Library Week we also had a book fair where the students could buy paperback books. Before the book fair began the students were given a list and description of all the books. Several of the students were anxious to get a book about illegal phone calls. They called it to my attention. So many of these books were in demand from my students, that more had to be ordered.

SHARING SKITS AND WINNING AN AWARD

Many of the teachers showed the video tapes of our skits to their classes. My students heard comments from the other students that indicated they really learned from the skits.

We had a surprise concerning our skits. When we were taping them, Mrs. Daniel (Media Specialist) had the students make an extra copy. She sent it to the Arkansas Student Media Festival sponsored by the Arkansas Audio Visual Association. It won an honorable mention in the state wide competition. We felt this was another way to share the information.

MAKING A FILMSTRIP

We decided to make a filmstrip and tape to summarize our unit. We thought of a plot, then had many class discussions to write our script. When the script had been written we began drawing the pictures on the little filmstrip. Every child in the class got to draw and color on the filmstrip. Then Chris and Sherry were chosen to read the script for the tape.

Our finished product was used in our program. Also several other teachers showed it to their classes.

SHARING OUR KNOWLEDGE WITH ADULTS

We decided we would like to have a program for the parents, PTA members, and school officials. We used the

the problem solving steps to help us make a decision about the type of program to have. After considering several alternatives, we decided to show the skits we had on video tape, and to show the filmstrip that we were in the process of making. Someone suggested that we use the charts and bulletin boards to help us share our information. We decided to call our program, "Sharing Our Knowledge With Adults".

We were pleased when many of our parents were able to get off work to come to our program. We also had some PTA members, even though they didn't have children in the program, and several school officials from our central office.

Our PTA president had contacted the newspaper so a reporter was also present. Favorable comments were made by all following the program.

EVALUATION

TESTS

I gave two pre and post tests. On the "Test for Elementary Economics", out of a possible score of 40, my students had an average of 12 on the pretest. On the post-test they had an average of 35. On form A of the "Basic Economics Test", my students scored an average of 6 out of a possible 38. On form B, they scored an average of 33 points out of 38.

SCRAPBOOK

When I told the students we would make a scrapbook that would show all about our project, they were excited and anxious to get started. They had learned from past experiences, that things work better when they make a plan. After a decision was made about a plan, the work began.

We got out all of the pictures they had drawn during the study, and I got all of their written work. I had taken pictures of all the charts and bulletin boards the students had made, so they decided to use "drawn people" to explain them. They wanted to have the people in the photographs talking also.

I made an outline for them to follow so the activities would be in the same order as my narrative. I also made some broad headings for them to use, but the actual narration of the scrapbook is their own.

I consider this to be a good evaluation of what my students have learned. After all, if they had not learned they wouldn't be able to prepare the scrapbook.

OBSERVATIONS

My students were always conscience of waste and crime. They shared their knowledge with other students every time they got a chance. They didn't get in fights as often because they solved their problems other ways, and they shared more.

During the last week of school we could tell that some of the sixth graders were planning something big for the last day of school. We had clues that they were planning to throw eggs at the building and cars.

The last day I was on duty outside before school. I walked toward a group of boys and noticed they were some of my fifth grade students and some sixth graders. As I walked by I overheard some of my students fussing with the others. They were trying to convince the sixth graders that what they were planning to do was wrong. I heard one of them telling the sixth graders how much tax money they would be wasting if they carried out their plans. They concluded their disagreement by describing Juvenile Intake Center and the jail.

Nothing bad happened that last day. I believe some of my students talked or scared some of the sixth graders out of carrying out their plans. If my students can have

that kind of influence on their peers, the economics unit was successful.

BIBLIOGRAPHY

Books-

Cobb, Vicki, Making Sense of Money, New York, Parents' Magazine Press, 1971.

Gross, Ruth B., Money, Money, Money, New York: Four Winds Press, 1971.

James, Elizabith, and Carol Barkin, Understanding Money, Milwaukee: Raintree Editions, 1977.

James, Elizabeth, and Carol Barkin, What is Money?, Milwaukee: Raintree Editions, 1977

Maher, John E., Ideas About Money, New York: Franklin Watts, Inc. 1970.

Maher, John E., Ideas About Taxes, New York: Franklin Watts, Inc., 1972.

Maher, John E., and S. Stowell Symmes, Ideas About Choosing, New York: Franklin Watts, Inc., 1969.

Maher, John E., and S. Stowell Symmes, Ideas About Others and You, New York: Franklin Watts Inc., 1969.

Filmstrips

Competition
Our Private Capital
Profit Motive
The Role of Government

Filmstrips and Tapes

Money
Business Organization
How Money Goes Round and Round
Interdependence
How Budgets Work

Pamphlets

Business in Our Community
The Story of Banks
Money: Master or Servant?
The Men Who Made the Fed

The Story of Checks
The Story of Money

TEACHERS'S BIBLIGRAPHY

Calderwood, James D. and George Fersh, Economics For Decision-Making.

Eggert, Jim, What is Economics? Los Altos, California: William Kaufmann, Inc., 1977.

Hansen, W. Lee, James Calderwood, and others, Part I, A Framework for Teaching Economics: Basic Concepts, Joint Council on Economic Education, 1977.

Kourilsky, Marilyn, Part II, Strategies for Teaching Economics: Intermediate Level, Joint Council on Economic Education, 1978.

Nixon, Ila M., ed., Economic Education for Arkansas Elementary Schools, 2nd ed., Arkansas Council on Economic Education, 1977.

Phillips, James A. and Carl Pearl, Elements of Economics, New York, Macmillan, 1977.

BEST COPY AVAILABLE

Barling Sentinel

Thursday, May 7, 1981

HOW HIGH THE COST OF CRIME was the economic study this year for Nancy Braden's fifth grade class at Barling elementary school. Braden's class studied the effects of crime and vandalism on consumer costs, on expenditure of taxpayer dollars, and the possible cost to the person responsible for destructive acts in being limited in future career goals by having a criminal record. The class is presenting a special program on the studies this week. (See related story on page 10)

From left, holding posters depicting the results of their studies are Crystal McAbee, Lisa Abshere, Renee Richardson, Chris Hoffsommer, and Ron Cole.

(staff photo)

BEST COPY AVAILABLE

In Local Economics Class

Barling Students Learn Crime Costs Everyone

What does crime and vandalism cost the community and where does the money come from to pay those costs?

These were questions to which students of Nancy Braden's fifth grade class at Barling elementary school sought answers this year.

"We started with what they were most closely involved with, local and school vandalism, and went on from there in our study of these problems," Braden said.

The students wrote, directed, produced, and acted in their own closed-circuit television program, video-taped for viewing by other classes and parent groups.

"Without making judgments concerning what is right or wrong, we tried to learn the difference between constructive and destructive acts," the teacher explained.

An area banker spoke at one session to the class. At another, two Barling city directors and the mayor explained costs to the city involved in thefts and vandalism.

The students studied also the costs of other crimes.

For instance, they asked the banker about employee theft. They inquired of the local postal authorities about damage to mail facilities. They attempted to relate the costs passed along by retailers that are incurred in making up the losses to shop-lifters.

"We tried to learn how much it costs the average consumer when stores must make up their losses to thefts," Braden explained.

Wednesday afternoon the economics class presented their program to other fifth graders and to members of the sixth grade class. Thursday, the same program will be presented, using video tape, slides, and posters, to the local PTA organization.

"We also learned how a student's becoming involved in a crime will affect him or her further on down the road," Braden said.

The students delved into the subject of criminal records, and how a record may affect the job-getting ability of the student later on in life.

"The students learned, we hope, what the monetary costs of crime and vandalism are. One thing we know, the students are much more concious of those things now. The problem we frequently have with minor thefts has all but disappeared," the teacher commented.

"At this point, when a student finds even as small an item as a pencil, he will try to find the owner. Before we began this study, students would usually just consider such items as 'being found' and make no mention of it. In this sense, I believe we have achieved some success," Mrs. Braden concluded.

BEST COPY AVAILABLE

"Public Schools In Action"
Published periodically
October through May
Fort Smith Public Schools
Fort Smith, Arkansas 72902
P. O. Box 1384
C. B. Garrison, Superintendent
Ralph B. Riley, Editor
Printed by the Grizzly Press
Address Correction Requested

Non-Profit Org.
U. S. Postage Paid
Fort Smith, AR 72901
Permit #85

★ 20 ★

The following personnel were also honored at the Awards Banquet for 20 years faithful service: Ronnie Ashley, C. Ray Baker, Lillian Burns Ella Mae Byers, Connie E. Daily, Laura Fitzjarrell, Wallace C. Floyd, William Freeman, Paul Gatlin, Ruth Hickman, Marta Kelley, Edna Kolb, Phillip Lewis, Frances Matlock, Betty Ruth Morris, F. L. "Windy" Morris, Robert Nix and Miles Shopfner.

The Fort Smith Classroom Teachers Association Annual Golden Apple Awards Banquet was held on Monday, April 27 at the U. C. T. Club. It was the 18th year in which the CTA has recognized teachers, administrators and community leaders for their contributions to Education. This year's Golden Apple awards went to (left to right); Bill Freeman, Principal, Woods School; Mary Ann Etter, Special Education teacher, Belle Point; Pauline Poynor, English teacher, Northside; Dr. William Bennett, Pastor, First Baptist Church and Ralph Riley, Service Center.

Pupils from Nancy Braden's fifth grade class at Barling prepare to make a video tape to be aired on television during Fort Smith's annual cleanup campaign. The video tape, made at Tilles Park, was an outgrowth of the class' economic project which included a study on high cost of littering. Pictured with Miss Braden and her students is Joanne Kyral, Director, Fort Smith National Historic Site and Chairman of Publicity for Fort Smith Pride, Inc., which sponsored the cleanup campaign.

Association for Childhood Education International, Fort Smith Chapter, officers for 1981-82 were installed during the May meeting of the organization by Van Howell, Bonneville Principal. Pictured left to right are Barbara McKeever, Fairview, President; Stanley Wells, Echols, Vice-President; Mary Floyd, Baliman, Secretary and Caroline Kestner, Trusty, Treasurer.